

CHAPTER IV

DATA DESCRIPTION

A. General Data

1. The Establishment History of Islamic Junior High School Thoriqul Huda Ponorogo

Islamic Junior High School Thoriqul Huda which stood on 2007 year, shelter under Pondok Pesantren Thoriqul Huda Foundation, is one of several Islamic junior High Schools in Ponorogo regency.

Islamic Junior High School Thoriqul Huda as Pondok Pesantren Thoriqul Huda Foundation, using the method "على نهج السلفية الحديثة" with the understanding "المحافظة على القديم الصالح والأخذ بالجديد الأصح" this means to preserve the old method and equipment well and take a new and better. This method is expected in the direction of government policy on curriculum in 2004 with competency-based approach, which came into effect in 2004.¹

¹ Look at Documentation Transcript number: 01/ D/19-IV/2017.

2. The Geographical Location of Islamic Junior High School Thoriqul Huda Ponorogo

Islamic Junior High School Thoriqul Huda is the location within urban areas, easily accessible via public transportation or private vehicle. Islamic Junior High School Thoriqul Huda is located 2km east of downtown Ponorogo dams still including Ponorogo district, precisely located at Syuhada' street No. 194 Cekok Babadan in the environment Ponorogo district. In the northern is bordered by Babadan village, in the east with Patihan Wetan village, the west by the Keniten village, and the south by the Kertosari village.²

3. Vision, Mission of Islamic Junior High School Thoriqul Huda Ponorogo

A. Vision

To be a center of education and learning that is oriented to the potential development of students in the field of science, technology, art and culture and the ability of the integrity of Islam, Imam and Ihsan towards the formation of "Ulil Abshar".

B. Mission

To realize the vision mentioned above, Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo has the following missions:

² Look at Observation Transcript number: 01/O/19-1V/2017.

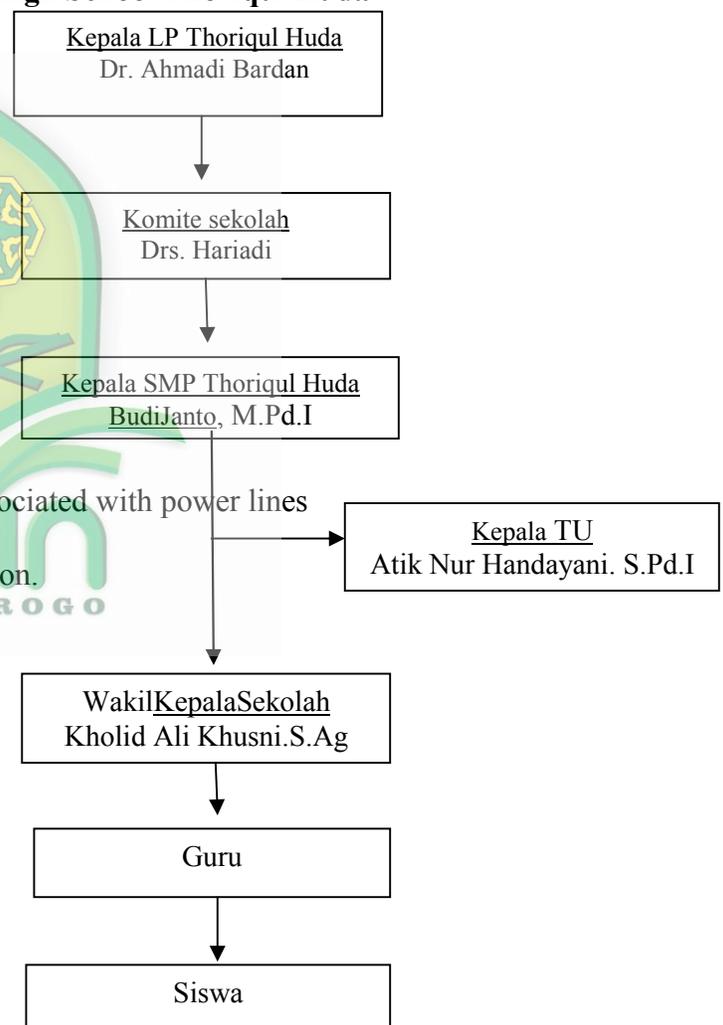
- 1) Undertake an educational and learning process of science and technology and IMTAQ which is integrative and simultaneous.
- 2) Develop resources in education and learning science and technology and IMTAQ.
- 3) Have an active role in national development on science and technology education and IMTAQ.³

4. The Structure of Islamic Junior High School Thoriqul Huda

To establish good cooperation in implementing the vision and mission and achieving the goals of education in Islamic Junior High School Thoriqul Huda needed an organizational structure that will has the functions and roles of each.

This organizational structure is an idea associated with power lines and responsibilities of the entire organization.

The organizational structure of The Islamic Junior High School Thoriqul Huda is as besides:⁴



³ Look at Documentation Transcript number: 02/D/19/IV/2017.

⁴ Look at Documentation Transcript number: 03/D/16-V/2017.

5. Teachers and Students Data of Islamic Junior High School Thoriqul Huda Ponorogo

a. Teachers in Islamic Junior High School Thoriqul Huda

Teachers play an important role at an educational institution, because teachers are directly involved and responsible for the success of teaching and learning process. The situation of teachers / lecturers Islamic Junior High School Thoriqul Huda Ponorogo in the year 2016/2017 amounted to 16 people, with details as 12 male and 4 female.

And it is added by 4 employees who help the course of the administration of the school. (For more details see transcript).⁵

Table 4.3

Name List of Teachers and Employees of Islamic Junior High School Thoriqul Huda⁶

NO	Nama	Jabatan	Mata Pelajaran
1	AfifFariawan	Guru Mapel	SeniBudaya,
2	Ahmad Khoirudin	Tenaga Admin	-----
3	Ami Wijaya	Guru Mapel	BahasaInggris,
4	Andy Yulianto	Guru Mapel	PKn,

⁵ Look at Documentation Transcript number: 04/D/19-IV/2017.

⁶ Look at documentation transcript number: 06/D/07-III/2017.

5	AnidaAmalia	Guru Mapel	Ilmu Pengetahuan Alam,
6	Atik Nur Handayani	Tenaga Admin	-----
7	Budijanto	Guru Mapel + KEPSEK	Pendidikan Agama Islam,
8	Desy Rosiana	Guru Mapel	Bahasa Indonesia,
9	Fadilah Agustina	Guru Mapel	Bahasa Inggris,
10	Fuad Fatahilah	Guru Mapel	Bahasa Arab,
11	Ibud Mahani	Guru Mapel	Matematika,
12	Kholidalihusni	Guru Mapel+WAKEPS EK	-----
13	Lilis Ariyani	Guru Mapel	Ilmu Pengetahuan Sosial,
14	Mahmud AsrulSani	Guru Mapel	TIK/KKPI,
15	Mahmudin Soleh	Guru Mapel	Pendidikan Agama Islam,
16	Na'imatul Hasanah	Tenaga Admin	-----
17	Siswanto	Guru Mapel	Muatan Lokal Bahasa Daerah,
18	Suryani	Guru BK	-----
19	Witono	Guru Mapel	PJOK,
20	Yarno Eko Saputro	Tenaga Admin	-----

b. Students Data

Students who are on their intent here are to officially become Islamic Junior High School Thoriqul Huda Ponorogo student, and enrolled in the school ledger. State of male and female students as researcher conducted research in 2016/2010 amounted to 98. The details are as follows: (For more details see transcript).⁷

Table 4.4

Students Data of Islamic Junior High School Thoriqul Huda⁸

No	Kelas	L	P	Jumlah
1	VII	10	9	19
2	VIII A	17	8	25
3	VIII B	16	9	25
3	IX	20	9	29
TOTAL				98

6. Facilities of Islamic Junior High School Thoriqul Huda Ponorogo

Facilities at an educational institution are an absolute that must exist and must meet educational needs. Facilities function to the continuity of teaching and learning activities so that students can learn to get the science as expected by the educational institution, or students themselves.

⁷ Look at Documentation Transcript number: 05/D/19-IV/2017.

⁸ Look at Documentation Transcript number 07/D/07-III/2017

The existing facilities at the Islamic Junior High School Thoriqul Huda Ponorogo is 5 classrooms, library, administrative space, a space the head master, one teacher space, one computer lab.

B. Findings

This part discusses the result of the observation and interview which is based on the problem statements of the research. These problem statements are: 1) The types of code-switching used by English teachers in foreign language classroom at Islamic Junior High School Thoriqul Huda Ponorogo, 2) The factors triggering the English teachers to use code-switching in foreign language classroom at Islamic Junior High School Thoriqul Huda Ponorogo, 3) The functions of code-switching used by English teachers in foreign language classroom at Islamic Junior High School Thoriqul Huda Ponorogo.

1. The Types of Code-switching in the Classroom.

The types of code-switching found through observation in the classroom seemed to fulfill all the code-switching types proposed by Poplack (1980), namely: (a) inter-sentential code-switching, (b) intra-sentential code-switching, and (c) tag-switching. Yet the first type of code-switching (inter-sentential code switching) was extended as it has two forms of appearance in the classroom case; 1) inter-sentential code-switching between the sentences without inserting new information and 2) inter-sentential code-switching between sentences which inserts new information.

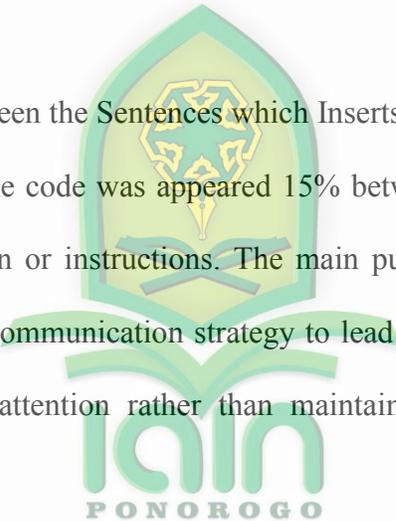
a. Inter-sentential Code-switching

1) Code-switching between the Sentences without Inserting New Information

This type of code-switching was frequently appeared 15% in the classroom likely for two aims. Firstly, it could help the teachers in delivering the information and instruction, thus the materials or the instructions was expected to become easier to be understood by the students. Secondly, it could be appeared also in the teachers' attempt to get respond from the students about the information or instruction which had been explained.

2) Code-switching between the Sentences which Inserts New Information

The alternation of the code was appeared 15% between the codes accompanied by some new information or instructions. The main purpose of this switching was mainly objected for the communication strategy to lead the students to be focus and to gather the students' attention rather than maintain the comprehension of the students.



b. Intra-sentential Code-switching (Translations of Words or Phrase Substitution within a Sentence)

This type was applied 20% by the teachers through switching the two codes within a single sentence. The purpose of this type was to assist the students to understand the meaning of certain difficult English words. The factor using of this switching was easily observed for the sake of the ease of access into those words which was being discussed or the words which was connected to the topic which was

being raised.

c. Tag-switching (Interactional Fillers Code-switching)

These fillers 50% occurred one after another between English into Bahasa Indonesia or vice versa. Thus, there was often found the Indonesia fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into the Bahasa Indonesia.

From the data of the percentage above, the dominant types of code switching used by the English teachers in the foreign language classroom is tag switching or interactional fillers code-switching.

2. The Factors Triggering the Teacher to Use Code-switching in the Classroom.

In this research, the reasons triggering the code-switching occurrence in the classroom were firstly observed based on the Holmes (2013) theory. However, the researcher did not found all the factors proposed by Holmes in the classroom setting. The factors triggering the occurrence of code-switching in the classroom were found only four categories. These reasons are: (a) rhetoric reason, (b) differences of status and formalities, (c) to quote other statements or proverbs, and (d) lack of vocabulary.

a. Rhetoric Reason

This reason was based on the Holmes theory (2013) which explained that speakers tend to switch their code under the condition that the speakers realize that they belong to the codes existing among their community. In the classroom setting, where two codes exist (English as the target language and Bahasa Indonesia as

mother tongue), the teachers understood that some of the students still cannot understand about the explanation delivered in English. Therefore the teacher decided to repeat the explanation through switching his code into Bahasa Indonesia. This was applied by the teacher as the teachers were aware that they or their explanation would be more comprehensible if he presented it using English accompanied by Bahasa Indonesia.

b. Lack of Vocabulary

In the classroom setting, lack of vocabulary often occurred as the teachers could not find the proper words in English to explain what they meant; therefore the teachers switched their code into Bahasa Indonesia. Lack of vocabulary in teaching-learning process not only occurred simply as saying words in Bahasa Indonesia, but also it could be appeared like a hesitation by the teachers to say particular words or terms which were quite difficult to find the proper words to replace them in English.

Furthermore, Another Reason Triggering the Teachers Switch Their Code Gather in the Classroom Setting Are:

a. The Students' Ability in English Are Not the Same

The teachers realize that competence of their students is not equally good. The classroom situation was often found very heterogenic. The teachers sometimes found that there were some students who cannot follow the teaching process if the use English the most of the time during their language between English and Bahasa Indonesia to solve this condition.

b. Helping the Students to Share Their Ideas

This reason commonly appeared either in speaking activity or writing activity which require the students to express their ideas. Often it simply can be found some students who were hesitant to share their opinion, this might be caused by their language competency itself. And also it seemed to be affected by the students' behavior to think about their ideas in mother-tongue. Thus, in simulating the students to express their ideas, the teachers often applied code switching in order to improve and develop the students' fluency. The Functions of Code-switching in the Classroom

The data about the functions of code-switching in the classroom which had been gathered showed that all the functions of code-switching proposed by Sert (2005) are:

a. Affective Function

In this function, English teachers used code-switching in order to build solidarity and intimate relations with the students. This function is show the fellowship between the teachers to their students. The teaching materials which had been presented in English before was often switched into Bahasa Indonesia and even into the local language of the students by the teacher. Through this way, the teachers basically intended to be more intimate with their students.

b. Repetitive Functions

In this case, the teachers use code-switching in order to transfer necessary knowledge for clarification. The clarification was intended to get the students to able

to gain the clarity about what the teachers referred to and what the teachers expected the students suppose to do. This function was implemented by the teachers by using the counterpart of the words that the teachers had said in English before into Bahasa Indonesia. The switching of the code was meant by the teachers to emphasize what they were trying to convey.

C. Discussion

This part deals with the interpretation of the research findings. The researcher discusses the findings regarding to the research questions and the scope of the research.

1. The Types of Code-switching in the Classroom

The one of implicated the switching fillers which most of them are discourse makers or verbal formulation for the class management or material instruction, this type is called tag-switching. These types will be explained specifically as following.

a. Inter-sentential Code-switching

1) Code-switching between the Sentences without Inserting New Information or Textual Instruction

This type of code-switching was usually occurred in the classroom likely for two objections. First, it would help the teacher to convey the information and lubricated the information or instruction become easier to be understood by the students. Another possibility was that some teacher attempted to get respond from the

students about the information or the instruction which had been told.

The example:

Teacher : Do you think that number two is correct?

Students : Yes... No.

Teacher : Yes or no? *Betulkah menurut kamu nomor..* (While pointed the answer of number two at the white board)

Students : *Tidak*

Teacher : Who can correct it?

From the example above, the teacher switched their code to make the explanation or instruction comprehensible for the students. Thus, the students were expected to be able to understand the teaching material or instructions better, and then they were also expected to be able to do the instruction correctly. In there, the teachers switched their code without insert new information for clarity their statement or explanation which had been stated before and had made the students confused.

2) Code-switching between Sentences which inserts New Information or Textual Instruction

This type of code-switching, the alternation of language is occurred between two codes accompanied by some new information or textual instructions were presented. Therefore the main purposed of this switching is not to mountain the comprehension of the students instead it was mainly objected for the communication strategy to lead the students to be focus and to gather the students' attention.

The 1st example:

Teacher: Today, I would like to tell about poem and poetry. *Biasa anda* mendengar orang membuat sajak, itu adalah bagian terkecil dari puisi. Kalau dia sajak biasanya dia bersifat sederhana dan pengandaian. Kalau dia puisi berarti dia lebih memiliki makna yang mendalam.

The 2nd example:

Teacher: Before coming to the real reading text... let's go to the activity one.. There is a special picture. I think that *ini adalah legenda, bahkan kalian telah menjawab soal yang saya berikan tadi.*

The examples above showed that the teachers make the explanation was more comprehensible for the students. They tried to construct pleasant classroom restated through using Bahasa Indonesia. The explanation in English was often switched in Bahasa Indonesia in order to create a comfortable situation for the whole class.

b. Intra-sentential Code-switching (Translation or Word/Phrase Substitution within Sentence)

This type of code-switching was done by the teachers to switch the two codes within a single sentence. The purpose of this type was to assist the students to understand the meaning of certain words which is considered as difficult words in English. Yet in the case of language used as the instruction is the mother tongue of the students and teachers then the reason using this switching was easily observed for

the sake of ease of access into those words which was been discussing or the words which was connected to the topic which was been rising.

The example:

1. *According to the legend*, bagaimanakah Tangkuban Perahu ini tetap eksis?
2. Kalau artinya *curse* dalam bahasa Inggris itu apa?
3. Jadi *dipending* dulu, nanti minggu depannya!
4. Siapalagi yang *complain* tidak ada pasangannya?
5. Menurut bacaan, kapan mereka *celebrated the harvest*?
6. The last number, *kita melihat bagaimana untuk merayakannya*.
7. *Sekarang kita lihat ada two expressions dimana mereka semuanya masing-masing adalah sympathy expression*.
8. *Buat kalimat bagaimana kamu bersimpati terhadap something!*
9. From five numbers, *siapa yang jawabannya benar semua?*

The data showed that this type of code-switching was dominated by the sentence which is its language matrix is the mother-tongue of the students and the teacher (Bahasa Indonesia). Whereas the use of sentences which had the English words as the language matrix was simply limited.

This pattern was used by the teacher only if they wished their students said the words' counterpart in English from the other words which had been discussed before. This pattern also might occur when the teacher tried to connect to the students' response.

The example:

Students : Kejadiannya menarik

Teacher : Is it *menarik*? *Seperti yang terlihat pada bacaan...*

From the data which had been gathered, the researcher can concluded that the teachers teaching English in the high school tend to avoid the switching of the words from Bahasa Indonesia in to the English. Still conversely the switching from English into Bahasa Indonesia could be easier occurred. This is related to the different position of the two codes, where English is considered to be the target language in the classroom. The use of English which is learned formally as the target language in the classroom demands the students and the teachers to emphasize the formal and proper use of the target language. Also, the achievement of the language learning is indicated by the rate of accurate target language form showed by the speakers. Consequently, the speakers who mix the use of Bahasa Indonesia words into the English sentence psychologically seem to show the target language deficiency by the speakers resulting in teachers' attempt to avoid it.

c. Tag-switching (Interactional Fillers Code-switching)

The use of discourse sign or interactional fillers from the two codes was frequently used by the teacher also. These fillers are occurred one after another between English into Bahasa Indonesia or vice versa. So that, there was often found the Indonesia fillers “*ya* or “*jadi*” used within English sentences and conversely there was also the possibility of the use of English fillers into the Bahasa Indonesia, such as

“now”, “so” or “then” followed by Bahasa Indonesia sentence.

The data showed that the teachers teaching English in classroom tended to use interactional fillers in Bahasa Indonesia more frequently than English fillers. Yet, these were mostly contributed by fillers such as “*ya*” and “*oke*” which is belonged by the two codes. Because these fillers exist in both codes and the only difference between these codes is the pronunciation, there was the teachers’ tendency to choose the Indonesian version of these fillers, this might be because it was easier to pronounce. Here, it is important to emphasize that the teachers in utilizing the code-switching in the classroom must consistently notice and demonstrate that these two codes have different linguistic system to avoid mother- tongue interference into the target language. The teachers should show the difference between the pronunciations of “*oke*” in Bahasa Indonesia from its English “*okay*” and “*ya*” in Indonesia from “*yeah*” in English.

The teachers use interactional fillers because they could not find the proper words in English to explain what she/he meant.

2. The Factors Triggering the Teacher to Use Code-switching

The factors triggering the teachers to switch their code in the classroom were found as nine common reasons. The first three reasons were found through the classroom observation and were analyzed based on the factors of code switching purposed by Holmes (2013). The reasons are: rhetoric reason, and lack of vocabulary.

a. Rhetoric Reason

When code-switching occurs, a speaker seems to be aware that if he/she talks using the code which is commonly understood by a community, he/she can convey their meaning clearly. In the classroom setting, the codes which are become consideration are English and Bahasa Indonesia where these codes relate each other in pedagogical boundary, English as the target language and Bahasa Indonesia as the mother tongue of the teachers and the students. In this case, this code-switching trigger done by the teachers likely appeared in the form of repetition of a message using the code which was more comprehensible for the students.

This is shown by the example below:

Teacher: Well, the first page... You find the colours' page. *Pasti yang pertama kita temukan adalah halaman yang berwarna, apalagi dalam Koran Fajar, Tribun, atau Memorandum (name of newspaper)... but, the first we look... the last page, because the last page is entertainment..kenapa kira-kira kalau kita baca koran... yang langsung kita lihat adalah halaman terakhirnya.. ada sepakbolanya, kisah so sweet nya, ada gossip pemain sepakbolanya... kemudian ada tentang profile... itu kan yang paling sering anda baca.. Nah, newspaper... enjoying, entertain and colorful, but sometimes... tapi kadang-kadang, apa kira-kira kelemahan dari Koran itu? Maksudnya di sini adalah bukan kualitasnya, tetapi kelemahan yang kita maksud di sini itu. .koran itu bagaimana? I give you an example... contoh... Memorandum news reports*

Islamic Junior High School Thoriqul HUDA PONOROGO, one of the students influences narcotics... but in the fact... *faktanya* there is no students influences narcotics, *tidak ada siswa yang kecanduan narkoba..*

In this example, the teacher initially explained the topic which was going to be discussed in English and he assumed that all the students had already understood his explanation. However, when there were still some of the students who seemed to be confused, the teacher switches his explanation using Bahasa Indonesia.

Apparently, the teacher understood that some of the students still didn't understand about his explanation in English. So he decided to repeat his explanation through switching his code into Bahasa Indonesia. This was done by the teacher because the teacher was aware either he or his students are the same mother-tongue speaker, Bahasa Indonesia. The teacher realized that his explanation would be more comprehensible if he talked using Bahasa Indonesia.

Code-switching also often occurred when the teacher gave an instruction. This was happened since most of the students could not understand the teacher's command in English so that the teacher switched his code into Bahasa Indonesia which more comprehensible for the students. This is shown by the example below:

Teacher: *Sekarang coba kalian...* please imagine about your classroom, in...*and at.. your classroom.. please identifying noun..* katabenda yang ada disini apa-apa saja.. sekarang buat itu menjadi puisi.. buat dari kata *newspaper.. mirror.. clock.. door... window...* dan liat yang termasuk *adjective..* kata-

kata sifatnya.. dari kata-kata yang saya tulis di papan tadi.

On the example given above, the teacher chose to repeat his explanation which had been explained in English before in Bahasa Indonesia. This was done in order that all of the students could understand the question which had been given before through switching his code into Bahasa Indonesia.

When the teacher did code-switching, it was usually followed by the repetition of the message which had been stated before into another language. Those messages were repeated using the more comprehensible language for the students in order to make the message which was being conveyed could be understood by the students. In this research, code-switching occurred when the teacher tried to give instruction using the target language first, and then switched it into comprehensible language for the students when it was necessary.

b. Lack of Vocabulary

In the classroom interaction, lack of vocabularies are often occurred as the teachers could not find the proper words in English to explain what he/she meant, so the teachers switched his/her code into Bahasa Indonesia. Consequently, the teachers then kept using those words which he/she found difficult to say in the target language in Bahasa Indonesia. Vocabulary deficiency in teaching-learning process not only occurred simply as saying the words in Bahasa Indonesia, but also it could be appeared like a hesitation by the teachers to say particular words or terms which were quite difficult to find the proper words to replace them.

This is shown by the example of the data following:

Teacher : I wanna ask your group something, *oke...* It is about plastic surgery, right?

Students: Yes...mam...

Teacher: *Jadi*, what do think about *luka bakar*?

From the example of the data above, because of inadequacy of particular words in the target language, triggered the teachers to switch their code and say those difficult words in Bahasa Indonesia which is more comprehensible for the students. The teacher conveyed a statement to the students through English firstly. But the teacher suddenly switched his code into Bahasa Indonesia since he did not know how to explain “*luka bakar*” in English to his students. This code-switching seemed to be triggered by the difficulty to find the proper and comprehensible words for the students done by the teacher. Consequently, the teacher tended to say the words in the code which is more comprehensible for his students.

However, after analyzing the factors triggering code-switching occurrence through the interview session with the English teachers, the researcher could summarize the common reasons triggering the teachers switch their code, the factors are: (a) the students’ ability in English are not the same, (b) code-switching emerges automatically or unconsciously, and (c) helping the students to share their ideas.

Furthermore, Another Reason Triggering the Teachers Switch Their Code Gather in the Classroom Setting Are:

a. The Students' Ability in English are not the same

The teachers said that in the classroom, the situation is very heterogenic where there are some of the students have good enough ability English since they have ever taken an English course while some the others are still do not have the same ability in it. Thus, when the teachers give explanation or instruction, they tended to shift their language from English into Bahasa Indonesia to overcome such this condition.

The example of this factor:

Teacher: situasi di kelas kita yang heterogen, jelas mempengaruhi Penggunaan bahasa di dalam kelas

The teachers were also difficult to present the teaching materials most in English. There are students still cannot understand the lesson well if it was explained in English. Thus, to overcome this situation, the teachers not only used English in presenting the materials but also Bahasa Indonesia.

b. Helping the Students to Share Their Ideas

The teacher realized that most of their students are still influenced by their mother-tongue in developing their ideas in learning English particularly when discussing a certain topic or presenting it in written form. Thus, the teachers often tried to help the students to improve and develop the students' opinion by using Bahasa Indonesia.

The example of this factor:

Teacher: *Adakalanya mereka menjawab apa yang ditanyakan dalam bahasa Indonesia, dan kita sebagai guru tentu saja mengartikannya ke dalam bahasa Inggris, dan siswa juga terpancing untuk menggunakan bahasa Inggris*

According to the teachers, the most important thing in the classroom is that the students can communicate and understand each other during the teaching learning process.

3. The Functions of Code-switching in the Classroom

In this research, the researcher firstly applied classroom observation to analyze the possible functions of the code-switching utility in the classroom, and then the data was supported by the functions gathered through interview with the teachers.

a. Affective Function

In this function, English teachers used code-switching in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code-switching for creating a supportive language environment in the classroom. This function is show the fellowship between the teachers to their students. The teaching materials which had been presented in English before was often switched into Bahasa Indonesia and even into the local language of the students by the teacher. Through this way, the teachers basically intended to be more intimate with their students.

The example:

Teacher: When we are going to discuss about woman health. It is about how women do everything to keep beauty. *Kita akan mendiskusikan tentang wanita dan kesehatan. Tentang bagaimana para wanita melakukan segala cara agar tetap cantik.* So, I want you find out the information as much as you can and present your presentation today. *Jadi saya ingin kalian mencari informasi sebanyak-banyaknya yang kalian bias dan presentasikan di depan kelas...* It is an interesting topic, I think.

From the example above, code switching function in affective function was applied by the teachers in order to be more intimate through switch their explanation in Bahasa Indonesia to their students.

b. Repetitive Function

The other function of code-switching in the classroom is repetitive function. This function, the teacher switched their code for clarity their statement or explanation which had been stated before and had made the students confused. Through this clarification, the students could gain the clarity about what the teachers' mean and what was the teacher expected the students should do.

The 1st example:

Teacher: Turn to page 11! Before we read the story...there are some words related to the story...by consulting the dictionary, match the word to the meaning or the synonym.. On the left column is the words and the right column is the

meaning or the synonym of the words!

Students : (looked confused)

Teacher : Match the word on the left side to meaning on the right side!

Students : (remained confused)

Teacher : *Pada permintaan di sini, Cocokkan kalimat yang ada di kolom kanan dengan kolom yang ada di kiri... buka kamusnya!*

The 2nd example:

Teacher: (after writing and explaining two sample of the English sentences on the whiteboard) so, this sentences is the same with the first sentence. To show or express the activity that will be being done in the next time or future time. Is there any question? *Ada yang bertanya tidak tentang penggunaan dan form dari future continous tense? Jadi, coba jelaskan kapan kita gunakan kalimat future continous tense? Nah... kapan digunakan? Untuk menunjukkan kegiatan atau aktifitas yang akan dilakukan pada masa yang akan datang dimana aktifitas itu kita rencanakan atau sebaliknya.*

In the first situation, it could be seen that the students confused by the teacher question. Therefore, the teacher tried to clarify his statement by using the other words in English. But the students seemingly remained confused, then the teacher switched his code into Bahasa Indonesia, and the students finally could understand what their teachers' mean. In the second example, the teacher found the same case. But in this situation, the teacher directly clarified her statement using

Indonesian words. In other words, she did code-switching to make her statement understandable for the students.

This function was implemented by the teachers through finding the counterpart of the words that he/she had said in English before into Bahasa Indonesia. To emphasize what the teachers' intention toward the statements which they have been used before, the teachers often repeated those statements in Bahasa Indonesia. The switching of the code was meant by the teachers to emphasize what they were trying to convey. This is often used by their statements in Bahasa Indonesia after the English form.

